Training and Evaluation Branch
Internal Procedures for Training Development

Training Development Goal for FY 07
PHPS Training and Evaluation Branch shall focus on developing Awareness and Operations Level training on Division of Public Health Emergency Response Plans. Priority by plan has been determined by the Planning Branch (Attachment A). Development shall adhere to this priority schematic. Focus for FY 07 will be maintained on the 12 plans with a priority rating of 4 and 5.

Internal Procedures for Training Development
All training developed by the PHPS Training and Evaluation Branch shall adhere to one of the four training categories listed below.

Awareness (AWR) Level Training
AWR Training is the first level of training offered on a plan (often known as a 101 level of training). The goal is to provide a broad overview of the plan and is designed for all audiences. It answers the questions of "who, what, where, when, and why." It is a short presentation, preferably 20 minutes with 10 minute question and answer if given in a classroom setting. This training should only discuss the major concepts and should not delve into the details related to the plan. Planning language is not to be used within visual presentations.

Operations (Ops) Level Training
Ops Training is a more detailed review of the plan and is designed for those audiences that have a stake in the plan. It describes the process of which the plan is conveying. It also describes roles and responsibilities within the process. Planning language may be used within visual presentations. No time limitations are required for Ops Training. Ops training is not to include details about specific jobs within the process (see Technical Training).

Technical Training
Technical Training is a specific training offered to a person or group of people that must perform a specific job to support a plan's operations. This type of training is of no interest to all plan stakeholders, but only to those that must perform a specific function. Not all positions will receive technical training (see Just-in-Time Training).

Just-in-Time Training (JITT)
JITT is provided to a person or group of people at the time the person must complete the job assigned. Training is not provided in a classroom setting but is rather a short briefing on job responsibilities, which is usually conveyed through a job action sheet (JAS). The trainee is given any tools s/he may need to perform the job at the time of the training. Generally, this type of training is useful for those positions that are task-oriented.

Training Development Requirements
All training developed by the PHPS Training and Evaluation Branch shall adhere to the following requirements unless otherwise noted.

Goals and Objectives
All trainings are to have training goals and objectives associated and communicated to the learner.

Competencies
Training courses will be tied to the necessary Public Health competencies for emergency response as defined by the Center for Health Policy at Columbia University School of Nursing (Attachment B).

The Training "Package"
Awareness and Operations Training shall include an instructor's manual, a student's manual, and a Resource CD.

Instructor's Manual
The Instructor's Manual will serve as a guide for the course instructor. It consists of the lesson plan, the PowerPoint presentation, instructor notes, the course evaluation form, and any other materials deemed necessary to administer the training session. Notes are not designed to be talking points, but rather provide information that the instructor may or may not choose to discuss with the class. The manual will also provide direction to the course instructor on any activities or special arrangements the course requires. (For a template, see Attachment C.)

Student's Manual
The Student's Manual is to be provided to learners. It consists of the PowerPoint presentation being offered and notes that refer to each slide. While this is very similar to the Instructor's Manual, the content will need to change slightly and information specifically addressed to the instructor will need to be deleted. The goal is to have notes already filled out for the student.

Resource CD
A Resource CD shall be provided with the Instructor's Manual. It will include any visual presentations, such as PowerPoint presentations, and other documentation necessary to successfully instruct the course, such as evaluation forms.

PowerPoint Presentations
All PowerPoint presentations shall adhere to Attachment D, *Using a PowerPoint Effectively in an Oral Presentation*. In addition, slides should be limited to one to two slides per minute unless prior approval from the Training Administrator has been sought.

Instructor and Student Manuals

The structures of each manual shall adhere to professional writing standards in order to ensure document quality. Professional writing standards shall be at the discretion of the Training Administrator, who will serve as the team editor.

Training Development Procedures and the Review Process

All trainers shall adhere to the following review process to vet the course internally.

Step 1: Review and Research (Pre-Development Meeting)

Trainers should become familiar with the training topic by reviewing associated plans and procedures. It may be necessary to discuss the information with affiliated planners and subject matter experts to bridge gaps in understanding.

Step 2: Submit Lesson Plan

Trainers should submit a lesson plan of training to the Training Administrator. Trainers and the Training Administrator will determine if an internal meeting should be called to ensure goals of the training session are being met. Trainers should ensure that the flow of the presentation is finalized and approved by the Training Administrator before they move onto Step 3.

Step 3: Develop Instructor Manual

Once visual presentation is approved, trainers shall develop instructor manual to be submitted to Training Administrator for review and approval. During this process, the trainer should communicate regularly with the Training Administrator in order to complete this task. PowerPoint slides must be transferred to a GIF format to conserve space in the manual.

To do this following these steps:
1. Save your PPT as normal
2. Save the PPT again using the following method:
    i. File - Save As - Once the pop up box comes up determine what you want to name it and where you want to save it
    ii. Click on the drop down box in "save as type" and choose GIF Graphics Interchange Format - Click save
    iii. This will create a folder, saving each slide as an image
    iv. Open up the word document that you will be using for the instructor manual
    v. To import the slides go to Insert - Picture - From File - Find the folder where you saved your slides - You can insert the slides one by one or you can hold down the shift button and use the arrows to select them all
    vi. Click Insert

Step 4: Finalize Content
Once visual presentation and instructor manual have been approved, the course is submitted to the affiliated Planner via the Principal Planner, who shall review the course for content validity and missing content. The Trainer and Planner shall work together in this process.

Step 5: Develop Student Manual
Once content is approved, the student manual shall be completed and then reviewed by the Training Administrator.

Step 6: Pilot Course to PHPS
Before training is delivered externally, all courses will be offered to PHPS staff for evaluation. PHPS staff in attendance will be informed that the course is a pilot and will be asked to evaluate the course from their own personal perspective as a learner. If time allows, Trainers may pilot the course to a smaller group prior to offering the course to the entire PHPS staff.

Step 9: Develop Resource CD and Finalize Course
Place all necessary documentation onto a Resource CD and bind the instructor's manual and student manual.